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PRESIDENT'S MESSAGE

Is graduate school education relevant to the needs of the real world? This is a question being raised with increasing frequency these days with regard to all sciences and professions. It is especially pertinent to the field of Industrial and Organizational Psychology.

There is an undeniable trend toward the disappearance of the industrial or organizational psychology program in some of the graduate schools from which many of our present Division 14 members obtained their training. Surveys made by our Education and Training Committee two years ago documented this trend very vividly. The results of these surveys were reported in a 1969 symposium, and they have been published in the Winter 1971 issue of Professional Psychology.

During the past two years the Division 14 Education and Training Committee has been engaged in some very intensive activities of a constructive nature relating to this problem. An updated version of the Guidelines for Education and Training in Industrial-Organizational Psychology has been prepared and will be published shortly, probably in the American Psychologist. These guidelines present a modern view of training needs in our field, with special emphasis on needs of the professional practitioners, as well as a new view of the traditional science-oriented training model. Hopefully, these guidelines may provide needed ammunition to Division 14 members to facilitate their efforts to influence educational institutions to update (perhaps reinstate in some cases) their programs in the Industrial-Organizational area. It is important to all of us who have a vested interest in the I-O field that training in this specialty remains vigorous, thriving, and relevant to the needs of the real world.

Related to their efforts on guidelines, the E & T Committee members have also been heavily involved in studying the implications of the trend toward formalized accreditation of graduate programs in the professional specialties in psychology. This is an issue to which APA has been devoting much time and attention in the last few years. It seems almost certain that some accreditation procedures will be established for professional training programs. Your Executive Committee, and especially the E & T Committee is working hard to insure that Division 14 will have significant influence on the procedures established for accrediting pro-

grams in the field of Industrial-Organizational Psychology. Members of the E & T Committee will certainly welcome your thoughts and suggestions on this subject.

Best regards,



Herbert H. Meyer

new from p-h the human element

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

By Abraham K. Korman, New York University

This widely-acclaimed text is outstanding in its integration of the theory and application of this discipline. Coverage extends from the "more traditional" aspects of the field to "newer" ideas.

January 1971 352 pp. cloth \$9.95 (45772-1)

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**By Bernard M. Bass and Samuel D. Deep
Both of the University of Rochester**

This new collection of current readings provides insight into various organizational problems and the theory of management by objectives. An up-to-date review of management-related literature is presented.

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**By David A. Kolb, Irwin M. Rubin, and James M. McIntyre
All of the Massachusetts Institute of Technology**

A new text and companion reader that may be used together or separately. Through classroom simulation of an organization students gain firsthand knowledge of the factors influencing group behavior. The text contains fifteen units of exercises, each covering a central concept.

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The book of readings contains primary source material in behavioral science for the undergraduate, graduate or in-service student. Its organization follows the text's.

March 1971 368 pp. \$5.95 (64122-6)

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englewood cliffs, N.J. 07632**

OFFICIAL DIVISIONAL BUSINESS

Highlights of the Winter Executive Committee Meeting¹

At the end of 1970 the Division account had a deficit of around \$1,800. Dues and assessments received from the membership, however, give us a current balance of approximately \$5,100. The current balance in the Division Cattell Fund account is \$806.

The most recent draft of the proposed guidelines for education and training in industrial-organizational psychology, prepared by a subcommittee of the Education and Training Committee, was discussed at length. The subcommittee was asked to abstract the fundamental principles underlying the proposed guidelines and to submit it to the Executive Committee for its further consideration.

A proposal of the E & T Committee for a survey of the Division membership with respect to communications among members was approved with the proviso that questions pertinent to the Division newsletter editor in evaluating the usefulness of the newsletter to the membership be included in the questionnaire.

The Fellowship Committee reports that a mailing was initiated to start the process of Fellow nominations for 1971. It is hoped that Fellows will make a major effort to nominate qualified members for Fellowship status.

Revisions in the instructions for application to membership in the Division, proposed by the Membership Committee and directed at facilitating the submission of applications, were approved by the Executive Committee. Henceforth, applicants for Member status will not be required to obtain endorsement from a Fellow of the Division. Furthermore, Associates of the Division seeking Member status will have a simpler procedure to follow in applying.

The Professional Affairs Committee reported on several specific ethical issues which had been brought to its attention. In general, the Executive Committee supported the advisory role taken by the Professional Affairs Committee and encouraged its continued non-involvement in possible punitive or other corrective actions. It was agreed that the ethics committee of APA, state laws and the bylaws of state associations provide appropriate mechanisms for actions that may be required in cases involving ethical matters.

¹Any member wishing a complete copy of the minutes can obtain them by writing the Secretary, Donald L. Grant, 195 Broadway (R. 2122B), New York, New York 10007.

The Program Committee is scheduling 30 hours of program time at the APA meetings in September (3rd through 7th). Division meetings will be held at the Washington Hilton Hotel. Emphasis is to be placed on papers and symposia devoted to organizational psychology. Ways and means for enlivening paper reading sessions are being considered.

The Workshop Committee is planning five workshops. Topics under consideration include management by objectives and biographical data.

The Scientific Affairs Committee reported that 19 Dissertation Award entries had been received and are being evaluated.

The Ad Hoc Committee on Graduate Student Fellowships reported that the American Psychological Foundation had decided against administering funds which would be obtained once the proposed program of fellowships and scholarships for selected graduate students in industrial and organizational psychology got underway. This decision poses a number of potential legal and financial problems for our Division in implementing the program. Consequently, the Executive Committee decided to postpone further action on the matter till next January, when it is felt that some of the legal aspects of the problem should be clarified.

A draft report of the Ad Hoc Committee on Public Policy and Social Issues (see p. 42) was reviewed. It was agreed that membership reaction to the report would be desirable prior to further action. Consequently, its publication in this issue of the newsletter was authorized.

The Ad Hoc Committee on Liaison with the American Society for Personnel Administration (ASPA) reported on a meeting held with representatives of this organization. Many possibilities for exchanges of information, joint action, and support of research were reviewed. It was agreed that the relationship be continued and another report presented at the June meeting of the Executive Committee.

Respectfully submitted,



Donald L. Grant

* * * * *

Highlights of the Spring Executive Committee Meeting¹

As of June 11, the Division account had a balance of \$2377. It is estimated that the balance as of June 30 will be between \$1500 and \$2000 and that we should have little or no deficit at the end of the calendar year. The Division Cattell Fund account has a balance of \$806. The Cattell Fund is to be solicited for an additional grant.

The Membership Committee (James Glennon, Chairman) has approved the applications of 46 persons for Member status, 26 for Associate status and 1 for Associate to Member. The actions of the Committee were approved by the Executive Committee. In addition, the Membership Committee reported that 30 applications are currently being processed. It appears that the Division will take in considerably more new members this year than it has in the past two or three years.

The Program Committee (Lewis Albright, Chairman) has scheduled 11 symposia, 5 paper-reading sessions and 5 invited addresses. In addition, 4 co-sponsored addresses have been scheduled with other Divisions. Furthermore, innovations are being made in the paper-reading sessions to stimulate discussion and interest. (See Division Program for details.)

The Workshop Committee (John Zuckerman, Chairman) has scheduled 5 sections for the workshop on Thursday, September 2. Division members will receive notification, including detailed a schedule.

The Fellowship Committee (Edwin Fleishman, Chairman) reviewed 11 candidates for Fellow status in the Division and submitted 9, of whom 6 had been approved, for consideration of the Executive Committee. The latter voted to recommend 5 of the candidates to the APA Membership Committee.

The most recent draft of the "Guidelines for Education and Training in Industrial-Organizational Psychology" along with a set of principles underlining the Guidelines, prepared by a subcommittee of the Education and Training Committee, were approved for publication by the Executive Committee. The new guidelines will replace those issued in 1965 and will be published in the AMERICAN PSYCHOLOGIST. In addition to this activity, the various subcommittees of the E & T Committee have been involved in a variety of projects. These include a questionnaire which is being sent to all Division members, considerations of a conference on the future of education in industrial and organizational psychology, accredita-

¹Any member wishing a complete copy of the minutes can obtain them by writing the Secretary, Donald L. Grant, 195 Broadway (R. 2122B), New York, New York 10007.

tion of graduate programs in industrial and organizational psychology and communications with business schools regarding developments in industrial-organizational psychology. (Edward E. Lawler III, Chairman).

The Public Relations Committee reported that it had received practically no response to a recent article in TIP regarding the image of the Division. (Frank W. Uhlmann, Chairman).

The Professional Affairs Committee is making a systematic review of certification and licensure procedures affecting industrial-organizational psychologists. A review of ABPP procedures will be included in this overview. In addition, the Committee continues to look into specific complaints brought to their attention. (Paul W. Sparks, Chairman).

The Ad Hoc Committee on Liaison with the American Society for Personnel Administration (ASPA) reported that it is continuing explorations with ASPA on possible ways of collaboration between our Division and ASPA. Following discussion of many possible means for interacting, the Public Relations Committee was charged with the mission of monitoring the activities of ASPA and of other groups which share common interests with our Division.

A number of proposed amendments to the Division Bylaws were acted upon (see page 9).

The report of the APA Task Force on the Practice of Psychology in Industry has been approved for publication by the Board of Directors of APA. It is expected that the report, which is of particular interest to members of the Division, will be published in the AMERICAN PSYCHOLOGIST within a few months. (Douglas W. Bray, Division 14 Representative).

A national conference on professional training in psychology has been proposed by the APA Committee on Professional Training. The training of all professional psychologists, including industrial and organizational psychologists, would be covered at the conference. Implementation of the recommendations of the APA Committee awaits funding, which is expected through the National Institute of Mental Health.

In the absence of its chairman, the report of the Scientific Affairs Committee was incomplete. It was noted that a Dissertation Award winner had been selected but that, as yet, no decision had been reached with regard to a winner of the Cattell Award.

Preliminary plans were made for the annual business meeting in September. It is expected that the format will be comparable to that of last year in Miami.

Respectfully submitted,



Donald L. Grant

* * * * *

Proposed Amendments to Bylaws

At its meeting on June 11 and 12 the Executive Committee of the Division voted to recommend to the membership a number of amendments to the Division Bylaws. The membership will vote on the proposed amendments at the forthcoming Annual Business Meeting on September 4.

In summary, the proposed amendments, if accepted by the membership, will provide:

Foreign Affiliates of APA and Students in Psychology affiliated with APA may become affiliated, upon application, with the Division.

The Secretary-Treasurer, who has many time-consuming activities, will no longer also be a Division Representative (to APA Council). Instead, the membership will elect one more Division Representative than they now do who will be an officer of the Division and a member of the Executive Committee.

The nominating procedures will explicitly identify persons who are eligible and those not eligible for election to Division office - a matter of some confusion currently.

The Special Interest Activities Committee will be abolished and two new standing committees added, a Committee on Public Policy and Social Issues and a Committee on Committees.

Membership on the Elections and Membership committees will be clarified and brought into accord with current practice.

The recommended amendments to the Bylaws follow. Phrases etc. shown in brackets are recommended for deletion. Those underlined are recommended for addition.

Article II - Membership

6. Foreign Affiliates of APA or Students in Psychology affiliated with APA may become Foreign Affiliates or Students in Psychology of this Division by application to the Membership Committee.

Renumber sections 6 - 14 to 7 - 15.

Article III - Officers

1. The officers of this organization shall be: a President, a President-elect, and a Secretary-Treasurer, together with [one less than] the [number of] Division Representatives provided by the APA Bylaws.
2. The Division Representatives shall be elected according to the Bylaws and regulations of the APA. [By virtue of his election, the Secretary-Treasurer shall also be con-

sidered elected as a Division Representative for his term of office, bringing the total of Division Representatives to the number provided by the APA Bylaws.]

5. It shall be the duty of the Secretary-Treasurer to issue calls and notices of meetings, of nominations, and of other necessary business, to maintain records of all members of the Division, to have custody of all Division funds and authorize disbursements, and to maintain liaison with the Executive Secretary of the APA. He shall serve as a member of the Executive Committee and as an ex-officio member of all standing committees. [(See also Section 2, above).]

Article V - Nominations and Elections

2. The Election Committee, using the facilities of the Secretary-Treasurer, shall mail a call for nominations each year. The nomination ballot shall provide spaces for at least three names for each office to be filled. The following [schedule of terms of office] will govern the call for nominations:

a. Schedule of terms of office:

President-elect - to serve a term of one year and as President for the subsequent year.

Secretary-Treasurer - to serve a term of three years.

Division Representatives - to serve staggered terms of three years, or in accord with any rules set forth by the Bylaws of the APA governing their term of office.

Members-at-large - to serve staggered terms of three years.

b. Eligibility for office - any Fellow or Member of the Division except:

President and President-elect during their terms of office.

Secretary-Treasurer during his first two years of office.

Past Presidents for office of President.

Article VII - Committees

1. The committees of the Division shall consist of the following standing committees: Fellowship, Membership, Election, Program, Public Relations, [Special Interest Activities,] Public Policy and Social Issues, Scientific Affairs, Professional Affairs, Education and Training, Newsletter, Workshop, Committee on Committees, and such special committees as may be established by vote

of the members or by the Executive Committee. All Committees shall have the approval of the APA insofar as it has regulations governing their establishment.

2. Members of standing committees shall consist of three or more persons appointed by the President, with the advice and consent of the Executive Committee. The President will appoint the Chairman. The Election Committee shall consist of the immediate Past President [s], the President and the President-Elect, who will serve as Chairman. Members of the [Membership and] Fellowship Committee [s] must be Fellows of the Division.
6. The Program Committee shall prepare the program of the annual meeting in coordination with the Program Committee of the APA, and shall seek the advice of standing committees [, especially of the Special Interest Activities and Scientific Affairs Committees,] and of the membership in planning the program.
8. [The Special Interest Activities Committee shall identify special interests among Members, develop and promote activities to meet these interests, and facilitate communication among members of each special interest group.] The Committee on Public Policy and Social Issues shall encourage and facilitate the participation of Division members in studies research and service on problems associated with social welfare: (a) by identifying and publicizing to Division members social issues which are germane to their interests and skills; (b) by initiating working relationships with governmental agencies and public-issue-oriented groups and organizations, such that the Division can inform these agencies of the resources available from its members, respond to legitimate requests for assistance from these agencies for services of its members and disseminate to these agencies the results of investigations by its members bearing on the advancement of knowledge in the area of social problems; and (c) by promoting research and other activities of members toward the solution of important national social problems.

14. The Committee on Committees shall recommend appointments to all other standing committees to the incoming President. The Committee shall have five members, appointed by the President-elect, and shall make a special effort to see that each year some of the younger and members of the Division are appointed to standing committees.

* * * * *

ANNOUNCEMENTS OF INTEREST

The 19th Annual Workshop in Industrial Psychology

The Nineteenth Annual Division 14 Workshop will be held Thursday, September 2, 1971 at the Washington Hilton Hotel. Five sections will be held.

John Zuckerman is Chairman of the Division 14 Workshop Committee.

Following is a brief description of the various sections.

SECTION I

Industrial Mental Health and Managerial Stress

Dr. Harry Levinson, Graduate School of Business, Harvard University

This workshop will be concerned with developing a frame of reference about the forces in the environment which induce managerial stress, delineating methods for ascertaining points of stress, and discussing avenues for relieving stress reactions.

The workshop topics will include: assumptions about personality functioning; review of studies delimiting the focal points of stress; the ego ideal; modes of relieving stress.

The usual enrollment limit does not apply to this section --- all other sections are limited to twenty participants.

(Workshop Committee Coordinators: Dr. Mark Silber and Dr. Terry Polin)

SECTION II

Management by Objectives

Dr. Fred Massarik, School of Business Administration, University of California, Los Angeles

This workshop will reexamine MBO theoretically and practically in the light of contemporary organizational theory. Topics will include: initiation of MBO as a symptom of management value change, comparison with alternate approaches to organization redesign, organization structure, social perception and interpersonal relations.

Conceptual and practical problems will draw illustrations from large projects in a major oil company, a wood products concern, and from participants' organizations.

(Workshop Committee Coordinators: Dr. Richard Hoffman and Dr. Virginia Schein)

SECTION III

Biographical Information in Personnel Assessment

Dr. William A. Owens, Jr., Behavioral Science Research Institute, University of Georgia

This workshop will be directed toward the following primary goals:

1. In the light of the mounting pressure from the Equal Employment Opportunities Commission, the use of biodata as a substitute for tests, or as a selection device in its own right will be examined, including the durability of biodata across cultures, companies, ethnic groups and age groups.
2. Different biodata models for classifying men to jobs will be discussed.
3. A method for obtaining a quantitatively based individual assessment by matching individuals to subsets based on the bio-data patterns of their prior experience will be described.
4. Organizational applications, including potential interaction between a kind of employee (as described by biodata) and a kind of organization, subgroup membership and interpersonal compatibility will be explored.
5. An integrative conceptual model for biodata research will be presented.

(Workshop Committee Coordinator: Dr. Jack Parrish)

SECTION IV

Human Resources Accounting

Dr. William Pyle, Institute for Social Research, University of Michigan; and Dr. Mark Frohman, R. G. Barry Company, Columbus, Ohio

Human Resources Accounting is the process of identifying, measuring and communicating information in dollar terms about investments made in human resources to facilitate effective management within an organization.

This workshop will describe the origin and development of Human Resources Accounting as a management tool, and review implementation, research and current status of HRA in the R. G. Barry Company, which has pioneered in the use of the concept.

In an organization, HRA involves measuring the acquisition, development and replacement costs of human resources, along with their changes through time. Because of the complexity of such measurement, most accountants have not come to grips with the problems, and human resources are undervalued, or treated as

costs instead of capital investments. These topics will receive attention in the workshop.

(Workshop Committee Coordinators: Dr. Paul Banas and Dr. Milton Hakel)

SECTION V Organization Development

Dr. Herbert Shepard, School of Medicine, Yale University

This workshop will begin with an overview of the field, tracing the historical development of OD, its various meanings, values which have been ascribed to it, its techniques and activities, and its status as an emerging professional specialty.

A number of current issues will be examined, as follows:

1. Is OD becoming a conservative force?
2. What values, skills and personal attributes are needed for effective work?
3. What are the important issues in personal and professional development; should OD be considered a profession?
4. What is the current promise of OD, and where is it going?

(Workshop Committee Coordinator: Robert Morrison)

* * * * *

The fee for APA members is \$40.00, for non-members it is \$50.00. If the sections requested are filled, your fee will be refunded.

An additional fee of \$5.00 will be collected for wives or guests of registrants who wish to attend the social hour.

Mail your fee and applications to:

Dr. John V. Zuckerman
Room 214, Heyne Building
College of Business Administration
University of Houston
Houston, Texas 77004

* * * * *

Other Announcements

The American Board of Professional Psychology, Inc., announced the awarding of its diploma in Industrial and Organizational Psychology to Ward Edwards.

* * * * *

The Department of Psychology at the University of Maryland is pleased to announce the establishment of the John G. Jenkins Memorial Fellowship Fund for graduate fellowships in Industrial Psychology. This Fellowship Fund is to be administered by the Department of Psychology in honor of the Department's founder and important historical figure in Industrial Psychology. The initial contribution is made by Training and Educational Research Programs, a partnership of Professors C. J. Bartlett, Irwin L. Goldstein and Roger W. McIntire of this Department. The money was originally received from the Seafarers International Union for a research project at the Harry Lundeberg School of Seamanship at Piney Point, Maryland.

* * * * *

Leadership Symposium

The Department of Management and the Administrative Science Seminar Committee of Southern Illinois University at Carbondale recently sponsored a symposium, Contemporary Developments in the Study of Leadership. The following papers were presented:

Twenty Years of Consideration and Structure,
Edwin E. Fleishman
A Reconceptualization of the Meaning of the LPC,
Fred E. Fiedler
Leadership and Need Satisfaction at Two Managerial Levels
in a Mental Institution,
J. W. Hill, and J. G. Hunt
Leadership in Brazilian Banks,
G. F. Harris and D. A. Butterfield
Extensions of Path-Goal Contingency Theory of Leadership,
R. J. House

Among the discussants were John A. Nagay, Herbert H. Meyer, and Ralph M. Stogdill.

* * * * *

Mary Tenopyr is now:

Personnel Research Psychologist
Personnel Measurement Research & Development Center
Standards Division
Bureau of Policies and Standards
United States Civil Service Commission

And Bob Dugan has a new address (and job):

Dr. Robert D. Dugan, Director
Systems and Standards Development
ITT--Personnel
320 Park Avenue
New York, New York 10022

John R. Boulger has joined the firm of James N. Farr and Associates, Psychological Consultants to Management. His address is:

James N. Farr and Associates
301 Piedmont Building
Greensboro, North Carolina 27410

* * * * *

Bill England is to present a paper to the European Association for Personnel Management at their fifth Conference in Geneva. His topic is to be "New Developments in Psychology and Sociology and Their Implications for Personnel Management".

* * * * *

Paul W. Clement, a contributing editor to the new APA journal, Professional Psychology, has asked me to make known that "to date we have not had any manuscripts submitted on Innovative Training Programs in Industrial Psychology. I would very much appreciate it if you could suggest the names of any universities which are doing some innovative things in training in the area of industrial and organizational psychology and would you also tell me the names of the men who are heading them up. The editorial board of Professional Psychology wants to provide coverage for all areas of professional psychological practice."

* * * * *

Eleanor F. Cates, Manager of Conferences and Service Publications has announced the availability of Evaluation In The Inner City, a report of an Invitational Conference on Measurement in Education held April 24-25, 1969 in Philadelphia. It can be purchased at cost, \$1.50 plus postage per copy. Write to:

Eleanor F. Cates
Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

* * * * *

The final report of the Task Force on the Practice of Psychology in Industry is to be published in the American Psychologist as was recommended by APA's Board of Directors and the Board of Professional Affairs. The report is based on the views of over fifty industrial-organizational psychologists and organizational executives gathered in informal group discussions which were tape recorded.

The main sections of the report include coverage of the organizational setting for practice, characteristics of the psychologist, selection and training of practitioners, and possibilities for improved practice.

The Task Force, originally set up at the suggestion of Bill McGehee, was chaired by Bill Holmes from 1965-67 and by Doug Bray from 1967 on. Other members included Brent Baxter, Milt Blum, Jack Wm. Dunlap, Ted Dunn, Walt Mahler, and Pat Smith. John McMillan served as Central APA Liaison. The final report was written by Dick Campbell and Doug Bray.

* * * * *

The Human Interaction Research Institute, 10889 Wilshire Boulevard, Suite 610, Los Angeles, California 90024, is conducting an NIMH-sponsored project to develop a taxonomy of unpublished or non-commercially published tests, questionnaires, scales, and other data-collection instruments useful in some way for research in the mental health field. Information about these instruments will be stored in a retrieval system and made available to potential users. If you have an instrument you would like to have included, please send us a copy including any relevant information about it.

* * * * *

LETTERS TO THE EDITOR

Letter from Accra

It has been some time since we have had a letter from abroad, but here is an excerpt from Skurnik, formerly writer of the London Letter, and now in Ghana:

"As for the year past (work-wise, as my fellow American colleagues say) the task of a technical consultant to the West African Examinations Council has been a most pleasant experience. I do not have to suffer the burdens of supervision and can spend the majority of my time dabbling in educational research. Since I have taken a fancy to problems of reliability as well as standards of examinations I have ground out a couple of reports on these topics which have been presented to the Council and will probably get to some journal or other during the next year. The joy of having all of the data on file on punched cards, awaiting processing, or available for the asking from school teachers who are only too happy to assist makes the occupation a hobby. From time to time I travel to one of the member countries, usually Lagos, and since expenses are paid and meetings are brief and friendly I cannot complain. . . ."

"The field of Psychology in Africa is a totally different study from that taught in USA or UK. The attitudes, values, even skills of the people are so different from those in other places. For a start, the people are extraordinarily religious (e.g. superstitious) and many of the better educated (MD, Ph.D.) believe in the spirits of their ancestors. They will return to their village at regular intervals to pour whiskey on the ground (pouring libations to the dead) in order to placate them and keep them happy. Attitudes to jobs are different. For example, a gardener who worked for us for about five months was given a week off to pursue his wife who had left him to return to mother. I lent him \$20 to help defray the expenses of travel, gifts for the wife, in-laws, village chief and others who needed to be sweetened before she would return. He came back to work after two weeks of absence, with wife in tow, and all was domestic bliss. However, he virtually went on strike as far as gardening work was concerned, I counseled, advised and even threatened him but all to no avail. Finally, at the end of a month, I called to him to accompany me to the office to pick up his final pay, he was fired. 'You can't fire me, master, I owe you money.' As a debtor, he had me in his power, he thought, and therefore could retire."

Larry's address, if you want to get on his mailing list, or go safari-ing is:

Dr. Larry Skurnik
West African Exams Council
Private Post Bag
Accra, Ghana

Accra (ID)
Department of State
Washington, D.C. 20521

Larry and his wife, Patricia, closed by saying they have three spare bedrooms.

* * * * *

Letter Not to the Editor

Haller Gilmer of Carnegie Mellon University sent a memo to whom he described as "My Assorted Friends" which I believe should be called to the attention of the members. The memo read:

I have a "pen pal" (whom I have never met) who is a prisoner in Colorado. He wishes to make his life work "personnel management." It is entirely on my own that I ask you to send free any books, research papers, reprints, etc., to the name below.

May I note that all mail is opened and read by officials. Put your name and address on anything that you send on outside of package.

Thanks!

To: KURT HELLMAN
Box 1010, Register No. 39633
Canon City, Colorado 81212

Since I did not fit into the classification of "an assorted friend" of Dr. Gilmer, I had to rely on a second-hand copy of the memo.

* * * * *

Virginia Zachert of the Medical College of Georgia, writes to say that she is another former Purduvian in the south. She is one of the few minority members who sent a note in response to the Sawyer-Perloff letter to the editor in the Volume 8, No. 1 issue of TIP. Write on!!

* * * * *

RESEARCH NOTES

A Brief Review of AIR/Washington Research Programs

Edwin A. Fleishman, Director

The American Institutes for Research is the subject of a TIP review this month, with emphasis on activities in the AIR Washington Office. This year AIR, which was founded in 1946 as a non-profit research organization in the behavioral sciences, celebrates its Silver Anniversary. John Flanagan, who founded AIR, is its current President. Edwin A. Fleishman is Senior Vice President of AIR and Director of the Washington Office. Albert S. Glickman is Deputy Director of the Washington Office. Brent Baxter is Executive Vice President of AIR for Development, and Paul A. Schwarz is Executive Vice President for Operations. (All these gentlemen are Division 14 members.)

Since its beginning AIR has conducted research on more than 900 projects, with sponsorship by more than 100 different industrial, foundation, educational and government agencies. Projects range from basic laboratory research to applied field studies, from cross-cultural research to individual human performance studies. Increasing emphasis has been on research dealing with socially relevant problems. During the past year, AIR staff has published more than 100 technical reports, books, and scientific articles. AIR publishes the Behavioral Sciences Newsletter, sponsors the annual Creative Talent Awards, and several Seminar Series.

AIR now has a total staff of over 400 located in five principal research offices. The Washington Office is located in Silver Spring, Maryland (8555 Sixteenth Street, just across the D. C. line). Other research offices are in Pittsburgh, Palo Alto, Kensington, Maryland (CRESS), and Bangkok. There are also research units situated in many foreign countries and in other domestic locations.

The Washington Office of AIR has a staff of approximately 100 of whom there are approximately 40 with advanced degrees. The Washington Office also has personnel in units in Thailand, Korea, Okinawa, Latin America, San Francisco, St. Louis and Philadelphia.

Research programs of AIR/Washington are carried out within five Institutes and associated programs:

The Institute for Research on Organizational Behavior (Clifford P. Hahn, Director) does research on training requirements, aptitude and proficiency measurement, criterion analysis, as well as studies of management and group behavior as they relate to organizational functioning and effectiveness. The Institute

also includes the Accident Research Center and the Center for Research in the Administration of Justice.

The Institute for Communication Research (Arthur L. Korotkin, Director) studies humans as users and components in information and computer systems, does research on educational innovation, including computer-managed instructional systems, and does studies in reading, listening, and speaking skills as well as on media factors in communication.

The Institute for Research in Psychobiology (Thomas I. Myers, Acting Director) conducts studies on a variety of environmental and stress factors, and drugs, affecting human performance and carries out basic and applied studies on decision making and information processing.

The International Research Institute (Paul Spector, Director) carries out research on the adaptation of Americans working abroad, the identification, measurement, and resolution of inter-cultural problems; and on the development of human resources in underdeveloped countries.

The newly organized Transnational Family Research Institute (Henry P. David, Director) conducts research on behavioral components of family interaction and planning, psycho-social and public health aspects of population problems, and motivation for parenthood and other fertility-related behavior.

Laboratory facilities in Washington include a Decision Process Laboratory, a Driver Simulation Lab, an Audio-Vision Lab, a Group-Process Lab, and a Human Skills Research Laboratory.

Research under approximately 40 contracts and grants are currently being carried out at AIR/Washington. A few recent ones may be of particular interest to TIP readers.

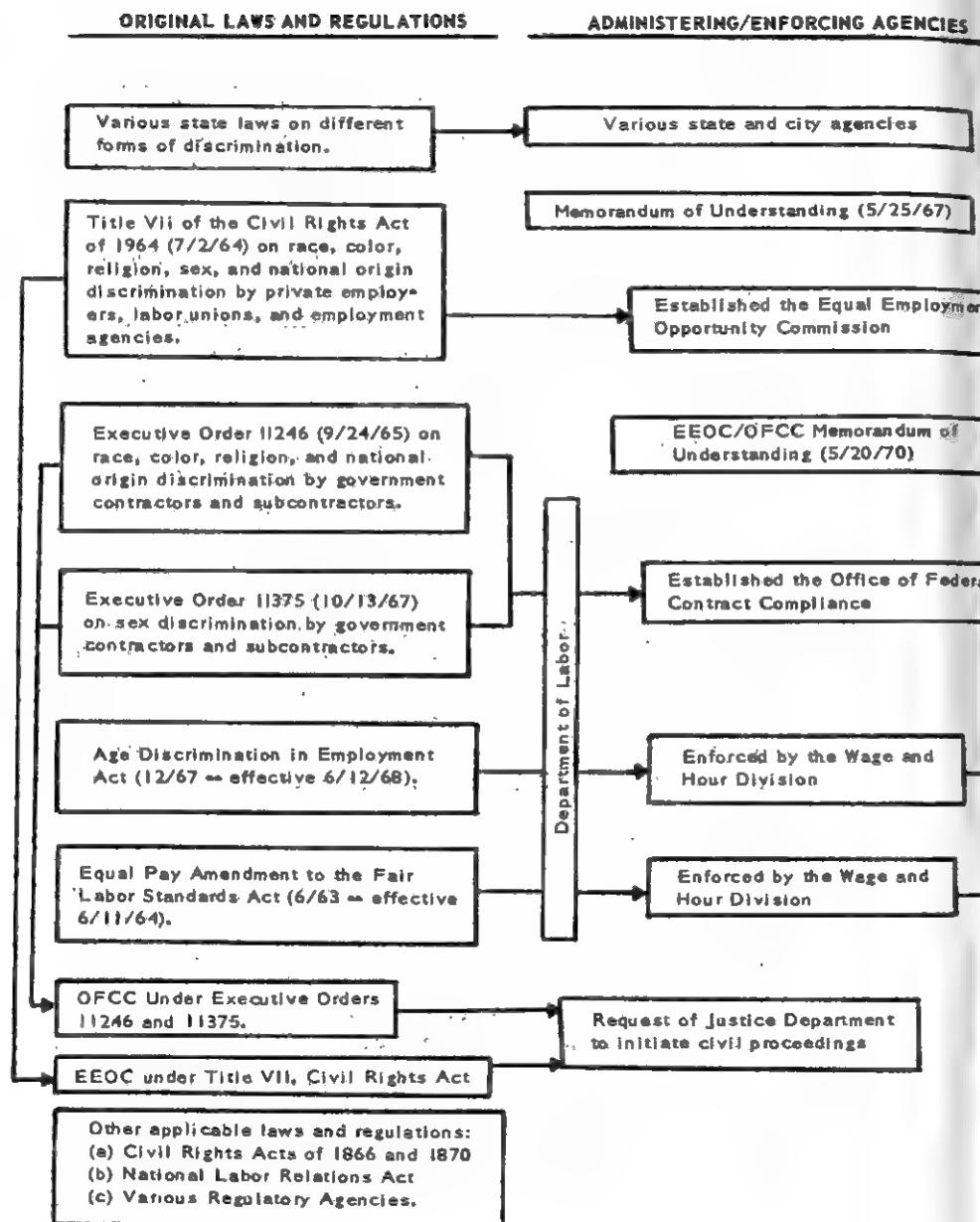
Management Studies

In a study (Glickman, Hahn, Fleishman, Baxter), sponsored by the Committee on Economic Development, interviews of company presidents, board chairmen, and top vice-presidents were conducted in 13 major corporations to provide information on factors affecting who gets promoted to top jobs. Data were obtained from both "decision makers" and "recent promotees" at these levels. In another study (Glickman, Stephenson, et al.), an organizational study was conducted for a major corporation to develop principles, criteria, and measurements related to optimizing staff-line relationships. Emphasis was on the balance between close coordination and control, on the one hand, and maximum

A SUMMARY OF MAJOR EEO LAWS,

R. B. F.
Humble Oil and
Gas Company
Houston, Texas

Convention Program



DIVISION OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY AMERICAN PSYCHOLOGICAL ASSOCIATION

PROGRAM COMMITTEE

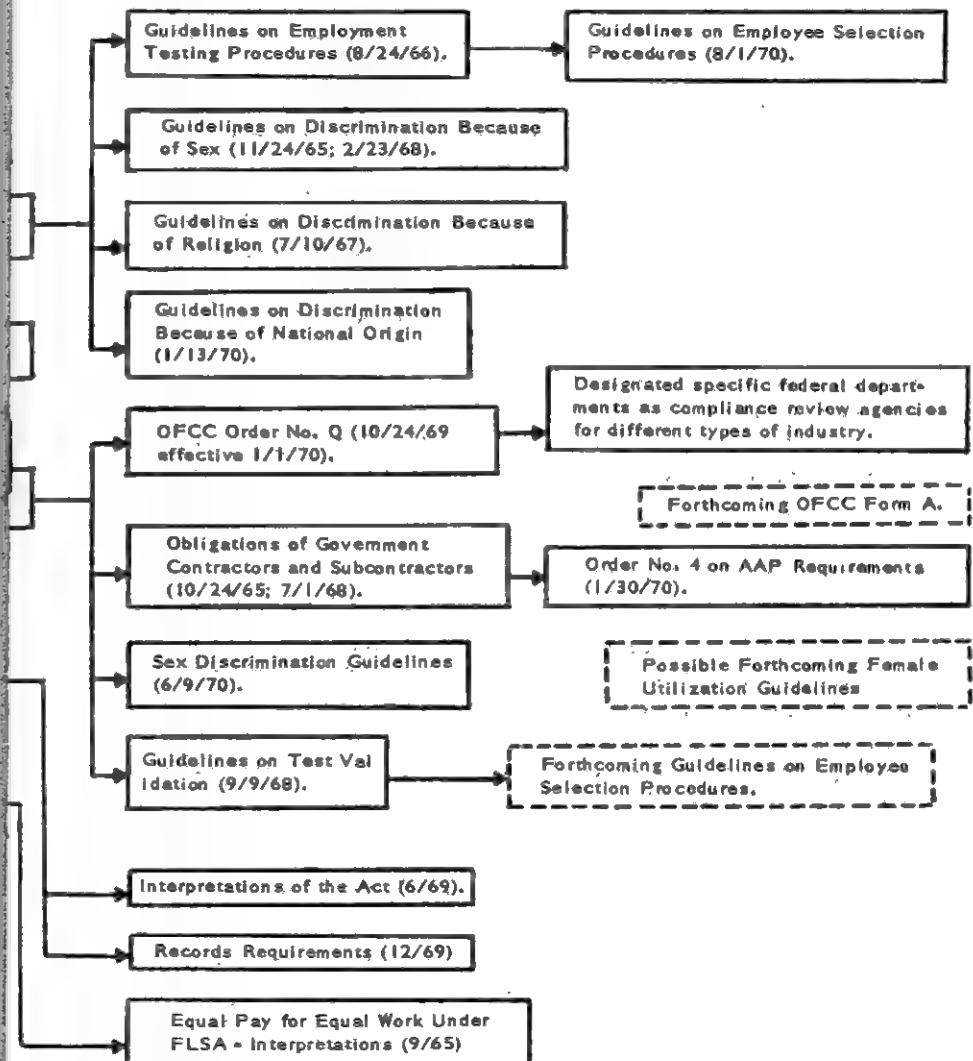
Lewis E. Albright, Chairman
C.J. Bartlett
Michael Beer
William C. Byham
Frank Friedlander
Marshall H. Brenner
John B. Miner

Washington, D. C.
September 3 - September 7, 1971

REGULATIONS, AND GUIDELINES

Reichelt
d Refining Co.
l, Texas

RESULTANT ORDERS AND GUIDELINES



delegation of authority and managerial freedom on the other as they apply to use of staff. Still another project, in its fourth year under the direction of Clifford Hahn, concerns the development and evaluation of curricula to fulfill future operational requirements, using recent educational technology, for professional and managerial personnel in medical organizations (sponsored by the Navy Bureau of Medicine).

Task Performance and Criterion Analyses

A project, now in its fourth year, is developing taxonomies (Fleishman, Stephenson, et al.) for describing human task performance. One objective is to provide concepts and methods for bridging the gap between research data conducted with synthetic tasks and real tasks in the world of work. Provisional taxonomic systems in different states of development include those based on "ability requirements," "task strategies," "criterion performance measures," and "information processing" concepts (sponsored by ARPA, BESRL). In a related project Hahn, Fleishman, Darby, et al. are investigating methods for identifying "task-level" criteria for jobs in various career ladders, with a view to obtaining reliable and valid measures of such behavioral elements of job performance (sponsored by U.S. Air Force). The intention is to institutionalize the system developed as a basis for criterion usage in test validation and training program evaluation.

Social Requirements of Successful Work

Disadvantaged youth frequently fail in jobs, not because they have not developed the requisite task performance proficiencies but because they have not learned to deal with supervisors, co-workers, or customers (e.g., in interactions involving criticism, violations of policy or procedures) in ways that meet expectations of supervisors, etc. In this study (for OEO), Stanley Lichtenstein and Johnette Clark determined the social skills required in a number of occupations for which disadvantaged youth are trained, and determined whether the social skills of these youth differ from those commonly expected and valued in such jobs. Implications for training youth in such component skills were developed. In a related study, for the Civil Service Commission, Dorothy Edwards, Cliff Hahn, and others are studying the social, personal history, and motivational factors affecting the quality of job performance in a variety of low skilled jobs, where skill training and aptitude requirements are minimal. Many unskilled people have difficulty getting and keeping such employment for a variety of social reasons.

Abilities and Test Development Research

A number of such studies are in progress, but of special note is the study by Jack Bartlett, Brian O'Leary, and James Farr, sponsored by ONR, on the effects of heterogeneous sub-grouping in predicting job performance. Particular attention is being given to the frequency with which race and cultural variables interact with the relationship between test and job performance.

New tests have been developed for areas of reading and listening, using new concepts developed in our communication research. Two of these tests are the Carver-Darby Chunked Reading Test and Orr-Graham Listening Tests.

A new aptitude domain being explored is that of kinesthetic ability (Fleishman and Erwin Bedarf). Up to now little has been known about individual differences in sensitivity to feedback cues from the muscles and joints. A battery of 30 experimental kinesthetic tests has been developed and administered to subjects for factor analysis study. The next phase will relate the tests of the kinesthetic factors identified to progress in learning more complex perceptual-motor skills (National Institute of Child Health and Development).

Impact of Technological Innovation

Paul Spector and Stanley Lichtenstein have been involved in two studies of problems in introducing innovation in underdeveloped countries (A.I.D.). Factors related to the effective usage of newly installed electrical generators, in villages of Colombia previously without electricity, were studied. Particular attention was paid the role of effective "change agents." In the second project, different communication techniques were evaluated as motivators of different kinds of innovative community behaviors in villages in Ecuador.

Information Systems

Art Korotkin, Charles Darby, and Erwin Bedarf have developed or evaluated a number of innovative information systems for medical, governmental, and education organizations. These included recommendations regarding the optimum subject matter organization of the nationwide ERIC system.

In an earlier study, an experimental information system for scientists was set up to study their information requesting and using behavior (National Science Foundation). The purpose was to define requirements for future science information systems or services. The method employs humans to simulate a system consisting of scientist users, a "human console" that receives input requests, a "human processor" that establishes a search logic and

conducts retrievals, and a "data base" consisting of Washington-area library resources. Data were obtained on requesting language, types of requests, speed of search and retrieval, search logic, and user evaluations.

Compressed Speech

Herb Friedman, Ray Johnson, et al. have been investigating the use of compressed or rate controlled speech on the comprehension of orally presented material. Speech is recorded magnetically and compressed when played back to listeners by a special device that samples the speech tape and eliminates minute portions of the total record. The result is a compressed record in which speech frequencies are unaltered. Studies demonstrate that subjects can be trained to learn to comprehend speech presented at three times the average rate without a serious loss in comprehension of the material presented. Applications to the improvement of listening skills and to second language learning have been developed.

Improving Community Relations

For the past seven years, Paul Spector, Bob Humphrey and others have been developing programs of cross-cultural training to improve the relations between Americans and host nationals abroad. The process begins with research to identify common and conflicting attitudes and builds training content and method in the research data. The program has been institutionalized by the Army in Korea and has been extended to Thailand and Okinawa (Department of the Army). More recently the approach is being used to develop a program to improve race relations in the U.S. Marine Corps (ONR). Plans include applications to other stressful cross-cultural situations and to management training for overseas assignment.

Administration of Justice

More recently the community relations approach described above has been extended to developing and evaluating a police-community relations program for the City of San Francisco (Ford Foundation). So far more than 800 police and ghetto residents have been interviewed. Attitudes showing points of conflict and common values were used as a basis for training and education involving both police and citizens (Bob Fosen and Terry Eisenberg). This is an action project designed to progressively and constructively induce and sustain socially desirable behavioral changes among police and citizens.

For the City of St. Louis, Dave Sheppard and Al Glickman have been developing and demonstrating a method for constructing career programs of the police department so that career paths will incorporate requirements for change to meet the future needs of tomorrow's police work (LEAA). In a study for the President's Commission on Obscenity and Pornography, Roy Cook and Bob Fosen compared sex offenders with matched groups of other criminals in the Wisconsin prison system in their arousal to specific pornographic stimuli (29 selected slides) and to their history of exposure to pornographic materials. Sex offenders were found to have had less previous exposure to pornography and there was no evidence that sex offenders showed more arousal to the pornographic stimuli. Studies under development include an evaluation of factors related to continued drug abuse versus drug disengagement, and the evaluation of the use of "community corpsmen" in assisting parolee readjustment.

Accident Research

Studies in this area (Hahn, Edwards, et al.) have included evaluation of performance in driver trainers against actual road behavior, development of behavioral criteria (checklists) of driving performance using motion picture techniques, and use of self-perception training techniques (viewing movies of one's own driving violations) in improving driving behavior. Work by this group has included a study for the State of Israel on action programs likely to lead to reduced road casualties and a study of motivational, training, supervisory, and environmental factors in industrial accidents.

Motivation, Goal Setting, and Job Satisfaction

These studies include Ed Locke's series of laboratory and field studies relating different kinds and levels of goals and intentions to different aspects of task performance, task choice, and task satisfaction (ONR, NIMH). Aside from demonstrating the potent effects of goals and task intentions these studies clarify the mechanisms by which extrinsic incentives affect performance and indicate more precisely some of the task determinants of task satisfaction. Later studies have addressed the problem of how knowledge of results, in task performance, gets translated into goal setting, and on mediators of the relationship between satisfaction and performance.

In this necessarily brief review we have considered only projects in the Washington Office of possible interest to TIP readers. Perhaps in a future issue we can describe relevant on-going work in our other offices. In the meantime, more information about the studies described can be obtained from the individuals involved.

* * * * *

The Sheltered Workshop: An Opportunity Missed?

Opportunities for field experimentation in "real" organizations are not common. The reasons for this are mainly practical ones. Arranging conditions so that rigorous experimental controls can be applied in a functioning organization can be highly disruptive to "necessary" business. It can also be very costly in terms of the participants' time and energy and even occasionally employee attitudes. After all, the business of most "real" organizations is not psychological research and administrators show an understandable reluctance to commit substantial resources to low priority objectives. It is not surprising then that Vroom (1964) in his review of the literature on work motivation and satisfaction found field experiments accounted for only 10% of the studies reviewed.

Despite the objections above, field experiments possess several advantages that correlational field studies or laboratory experiments do not. They do not suffer from the artificiality of the laboratory experiment and allow for the investigation of causal relationships that are often impossible in less well controlled field studies. It would seem important then for psychologists to be on the lookout for any opportunity that might present itself to do controlled research in a "real" organization.

The purpose of this paper is to describe a real setting that lends itself readily to field experimentation in studying organizational behavior. This setting is the sheltered workshop which employs handicapped workers in a real, continuing, purposive organizational context complete with many of the aspects that are found in unskilled industrial occupations.

It is not suggested that this setting and population are, in all important respects, typical of work settings or work groups in general or that it is in all important respects like any other setting or group that is gainfully employed. It is proposed, however, that because of some of its unique characteristics it should be explored as a possible resource for field experimentation in problems of relevance to industrial psychologists.

Sheltered workshops in varying sizes exist across the country and are especially prevalent near urban areas. For example, in the state of Illinois 51 such facilities are listed by the State Division of Vocational Rehabilitation.

For those who have not had prior contact with a sheltered workshop, it may be appropriate to describe, as an example, the facility at which the authors have conducted a series of studies: The Employment Training Center (ETC) of the Southern Illinois University Rehabilitation Institute. The ETC is a training facility used for the training of physically and/or mentally handicapped client-workers. Clients are referred to the ETC by the Illinois

State Departments of Mental Health and Vocational Rehabilitation. In addition, several public school units in the area send students there on a part-time basis from Educable Mentally Handicapped (EMH) classes.

Except for the general level of mental and physical competence of the workers, the setting is in many ways typical of industrial situations where light manufacturing is performed. Work done in the Center is mainly on a contract basis with local industrial firms, though some of the production effort is directed toward goods sold directly by the Center to retail outlets. The tasks include sewing, soda pop bottle sorting and case repair, small parts sorting and assembly, packing, maintenance, and warehousing.

The work is performed in several buildings, each with two or more work sections and departments under one or more supervisors. Clients work from 8:00 a.m. to 3:30 p.m. daily with a 15-minute rest period at 10:00 a.m. and one at 2:00 p.m. There is a 30-minute lunch break. Each client-worker is paid every Friday. The workshop employs about 75 client-workers with at least two levels of supervision. As part of the rehabilitation purpose of the facility, clients are frequently interviewed, tested, and observed at work by people who are not a part of the regular staff.

From the point of view of the workers, then, this is not an artificial situation. In fact, some of them may spend their entire careers in such facilities. In addition, our experience indicates that workshop administrators perceive research as one of their primary objective and actively support such activity. Because of this and the sometimes relaxed production pressures, controlled experimentation in the workshop is encouraged.

The atypical characteristics of the workers, however, might cause one to question the appropriateness of traditional criterion measures for such a population. More specifically, can one measure reliably worker behavior in the sheltered workshop situation, and are these measures valid; i.e., do they show predictable changes as a result of experimental manipulations? Some preliminary data were collected as part of two studies involving work environment manipulations performed at the previously described sheltered workshop (Bishop & Hill a, Bishop & Hill b). Both studies involved data on objective work behavior as well as standard attitude questionnaire responses.

The workers studied included both male and female workers on three different tasks. No one with a known IQ below 75 was included. Both mentally and physically handicapped workers were studied, and the approximate age range was 17 to 60. Many members of each group were illiterate.

Productivity was measured in terms of quantity and quality of units produced. Quality consisted of the absolute number of units rejected, and like quantity, was obtained from records kept by the workers' foremen. In one of the studies patterned roughly after the relay assembly room experiment of the Hawthorn Studies, frequency and duration of rest pauses were obtained along with questionnaire data from the Job Descriptive Index (JDI), (Smith 1967) and the Anxiety Differential (AD), (Alexander and Husek 1962). The administration of questionnaires had to be altered because of the illiteracy of many of the subjects, the questionnaires were administered individually and orally rather than in groups with written instructions being read by respondents, which is the usual administration procedure.

Table 1 presents test-retest reliability coefficients over 10 to 24 day intervals for several measures. It also shows comparable reliabilities found for normal populations in the literature.

TABLE 1

TEST-RETEST RELIABILITY COEFFICIENTS FOR DIFFERENT CRITERIA MEASURES ON A SHELTERED WORKSHOP POPULATION				
Measure	Test-Retest Interval	N	Obtained Coefficients	Published Coefficients
Productivity				
quantity	14 days	8	.91	.53 ¹
quality	14 days	8	.65	.42 ²
Breaks				
frequency	14 days	10	.64	
duration	14 days	10	.33	
JDI				
Total	10 days	10	.95	.88 ³
	25 days	14	.74	
work	25 days	14	.68	
people	25 days	14	.45	
supervision	25 days	14	.71	
AD	10 days	14	.95	.61 ⁴

¹Highest median reported by Roth and Rye based on percent of standard as the quantity measure where coefficients obtained ranged from .17 to .80. E. F. Roth and C. T. Rye, "Output Rates Among Machine Operators: A Non-Incentive Situation in Two Levels of Business Activity," *Journal of Applied Psychology*, XLV, No. 1 (1961), 50-54.

²Median reported by Thorndike where obtained coefficients ranged from .11 to .75. R. L. Thorndike, *Personnel Selection* (New York: John Wiley and Sons, 1949).

³Highest internal consistency estimate for pretest-post test differences on scale items selected for this experimental design application as reported by Alexander and Husek, "The Anxiety Differential."

⁴Highest internal consistency estimate reported by Smith, "The Development of a Method of Measuring Job Satisfaction."

While the reliability coefficients differ considerably from one measure to another, most of them compare favorably to those found in the literature involving "normal" populations (see Column 3). Noteworthy are the relatively high (in most cases) coefficients for the attitudinal scales which indicate a fairly stable pattern of response on the measures employed. The data in Table 1 strongly suggest that the job behavior of this population appears stable and can be measured reliably in many instances. Further, productivity and attitudinal measures typically used in studying organizational behavior can be used in a sheltered workshop situation.

The other question posed earlier was whether the behavioral measures of these workers showed the same kinds of relationships to other variables as they did for "normal" work groups. The answer to this question is in the affirmative also. Predictable and significant changes in quantity of production, frequency of rest periods, and JDI work scale responses were observed a sheltered workshop setting as a result of the manipulation of rest pauses (Bishop & Hill b). These results are similar to those found in the Hawthorne Studies. In addition, predictable and significant changes in job satisfaction (as measured by the JDI) and anxiety (as measured by the AD) were found as a result of manipulations involving job enlargement, job change, and status. These results are similar to those found by other investigators (Biganne & Stewart 1963), and are reported elsewhere. They suggest that sheltered workshop clients react to changes in their work environment in a fashion similar to that of more normal work groups.

While the sheltered workshop seems to hold promise as a setting in which to carry out field experiments in organizational behavior, some constraining factors must be considered. First, not everyone was suitable for study. Some clients had such severe emotional problems that very little work occurred at all. Others had physical handicaps that interfered with their ability to perform the task under study, and some had IQ's too low to give meaningful questionnaire responses under any conditions. It should be noted, however, that many of these people were found to be more capable than had been expected originally. It is suggested that before individuals from this population are rejected out of hand, they be given an opportunity to perform. The cooperation of the workshop staff is also of great importance. While the present authors feel that such cooperation is more easily obtained in a workshop setting, it is still the responsibility of the investigators to avoid any activity that would jeopardize it.

Within certain specifiable limits, then, the sheltered workshop can be an important facility whose complete research potential appears to have been largely overlooked by industrial organizational psychologists. At best it may be a facility which provides opportunities for controlled field experimentation yielding re-

sults that can be generalized. At worst it is an organization in its own right, no less important to its members than others, and worthy of serious investigation by organizational researchers.

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PROFESSIONAL NOTES

NOTICE: This opinion is subject to formal revision before publication in the preliminary print of the United States Reports. Readers are requested to notify the Reporter of Decisions, Supreme Court of the United States, Washington, D.C. 20543, of any typographical or other formal errors, in order that corrections may be made before the preliminary print goes to press.

Griggs -- Duke Power Company Decision

Because of its importance, the following preliminary report of the decision in the Griggs vs. Duke Power is published.

SUPREME COURT OF THE UNITED STATES

No. 124 - October Term, 1970

Willie S. Griggs et al.,
Petitioners,
v.
Duke Power Company.

On Writ of Certiorari to the
United States Court of
Appeals for the Fourth
Circuit.

(March 8, 1971)

MR. CHIEF JUSTICE BURGER delivered the opinion of the Court.

We granted the writ in this case to resolve the question whether an employer is prohibited by the Civil Rights Act of 1964, Title VII, from requiring a high school education or passing of a standardized general intelligence test as a condition of employment in or transfer to jobs when (a) neither standard is shown to be significantly related to successful job performance, (b) both requirements operate to disqualify Negroes at a substantially higher rate than white applicants, and (c) the jobs in question formerly had been filled only by white employees as part of a longstanding practice of giving preference to whites.¹

¹The Act provides:

"Sec. 703 (a) It shall be an unlawful employment practice for an employer —

"(2) to limit, segregate, or classify his employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin.

"(h) Notwithstanding any other provision of this title, it shall not be an unlawful employment practice for an employer ... to give and to act upon the results of any professionally developed ability test provided that such test, its administration or action upon the results is not designed, intended, or used to discriminate because of race, color, religion, sex or national origin ..."

Congress provided, in Title VII of the Civil Rights Act of 1964, for class actions for enforcement of provisions of the Act and this proceeding was brought by a group of incumbent Negro employees against Duke Power Company. All the petitioners are employed at the Company's Dan River Steam Station, a power generating facility located at Draper, North Carolina. At the time this action was instituted, the Company had 95 employees at the Dan River Station, 14 of whom were Negroes; 13 of these are petitioners here.

The District Court found that prior to July 2, 1965, the effective date of the Civil Rights Act of 1964, the Company openly discriminated on the basis of race in the hiring and assigning of employees at its Dan River plant. The plant was organized into five operating departments: (1) Labor, (2) Coal Handling, (3) Operations, (4) Maintenance, and (5) Laboratory and Test. Negroes were employed only in the Labor Department where the highest paying jobs paid less than the lowest paying jobs in the other four "operating" departments in which only whites were employed.² Promotions were normally made within each department on the basis of job seniority. Transferees into a department usually began in the lowest position.

In 1955 the Company instituted a policy of requiring a high school education for initial assignment to any department except Labor, and for transfer from the Coal Handling to any "inside" department (Operations, Maintenance, or Laboratory). When the Company abandoned its policy of restricting Negroes to the Labor Department in 1965, completion of high school also was made a prerequisite to transfer from Labor to any other department. From the time the high school education requirement continued to perform satisfactorily and achieve promotions in the "operating" departments. Findings on this score are not challenged.

The Company added a further requirement for new employees on July 2, 1965, the date on which Title VII became effective. To qualify for placement in any but the Labor Department it became necessary to register satisfactory scores on two professionally prepared aptitude tests, as well as to have a high school education. Completion of high school alone continued to render employees eligible for transfer to the four desirable departments from which Negroes had been excluded if the incumbent had been employed prior to the time of the new requirement. In September 1965 the Company began to permit incumbent employees who lacked

²A Negro was first assigned to a job in an operating department in August 1966, five months after charges had been filed with the Equal Employment Opportunity Commission. The employee, a high school graduate who had begun in the Labor Department in 1953, was promoted to a job in the Coal Handling Department.

a high school education to qualify for transfer from Labor or Coal Handling to an "inside" job by passing two tests—the Wonderlic Personnel Test, which purports to measure general intelligence, and the Bennett Mechanical Aptitude Test. Neither was directed or intended to measure the ability to learn to perform a particular job or category of jobs. The requisite scores used for both initial hiring and transfer approximated the national median for high school graduates.³

The District Court had found that while the Company previously followed a policy of overt racial discrimination in a period prior to the Act, such conduct had ceased. The District Court also concluded that Title VII was intended to be prospective only and, consequently, the impact of prior inequities was beyond the reach of corrective action authorized by the Act.

The Court of Appeals was confronted with a question of first impression, as are we, concerning the meaning of Title VII. After careful analysis a majority of that court concluded that a subjective test of the employer's intent should govern, particularly in a close case, and that in this case there was no showing of a discriminatory purpose in the adoption of the diploma and test requirements. On this basis, the Court of Appeals concluded there was no violation of the Act.

The Court of Appeals reversed the District Court in part, rejecting the holding that residual discrimination arising from prior employment practices was insulated from remedial action.⁴ The Court of Appeals noted, however, that the District Court was correct in its conclusion that there was no finding of a racial purpose of invidious intent in the adoption of the high school diploma requirement or general intelligence test and that these standards had been applied fairly to whites and Negroes alike. It held that, in the absence of a discriminatory purpose, use of such requirements was permitted by the Act. In so doing, the Court of Appeals rejected the claim that because these two requirements operated to render ineligible a markedly disproportionate number of

³The test standards are thus more stringent than the high school requirement, since they would screen out approximately half of all high school graduates.

⁴The Court of Appeals ruled that Negroes employed in the Labor Department at a time when there was no high school or test requirement for entrance into the higher paying departments could not now be made subject to those requirements, since whites hired contemporaneously into those departments were never subject to them. The Court of Appeals also required that the seniority rights of those Negroes be measured on a plantwide, rather than a departmental, basis. However, the Court of Appeals denied relief to the Negro employees without a high school education or its equivalent who were hired into the Labor Department after institution of the educational requirement.

Negroes, they were unlawful under Title VII unless shown to be job-related.⁵ We granted the writ on these claims. 399 U.S. 926.

The objective of Congress in the enactment of Title VII is plain from the language of the statute. It was to achieve equality of employment opportunities and remove barriers that have operated in the past to favor an identifiable group of white employees over other employees. Under the Act, practices, procedures, or tests neutral on their face, and even neutral in terms of intent, cannot be maintained if they operate to "freeze" the status quo of prior discriminatory employment practices.

The Court of Appeals' opinion, and the partial dissent, agreed that, on the record in the present case, "whites fare far better on the Company's alternative requirements" than Negroes.⁶ This consequence would appear to be directly traceable to race. Basic intelligence must have the means of articulation to manifest itself fairly in a testing process. Because they are Negroes, petitioners have long received inferior education in segregated schools and this Court expressly recognized these differences in Gaston County v. United States, 395 U.S. 285 (1969). There, because of the inferior education received by Negroes in North Carolina, this Court barred the institution of a literacy test for voter registration on the ground that the test would abridge the right to vote indirectly on account of race. Congress did not intend by Title VII, however, to guarantee a job to every person regardless of qualifications. In short, the Act does not command that any person be hired simply because he is a member of a minority group. Discriminatory preference for any group, minority or majority, is precisely and only what Congress has proscribed. What is required by Congress is the removal of artificial, arbitrary, and unnecessary barriers to employment when the barriers operate invidiously to discriminate on the basis of racial or other impermissible classification.

⁵One member of that court disagreed with this aspect of the decision, maintaining, as do the petitioners in this Court, that Title VII prohibits the use of employment criteria which operate in a racially exclusionary fashion and do not measure skills or abilities necessary to performance of the jobs for which those criteria are used.

⁶In North Carolina, 1960 census statistics show that, while 34% of white males had completed high school, only 12% of Negro males had done so. U.S. Bureau of the Census, U.S. Census of Population: 1960, Vol. 1, Part 35, Table 47.

Similarly, with respect to standardized tests, the EEOC in one case found that use of a battery of tests, including the Wonderlic and Bennett tests used by the Company in the instant case, resulted in 58% of whites passing the tests, as compared with only 6% of the blacks. Decision of EEOC, CCH Empl. Prac. Guide, ¶ 17,304.53 (Dec. 2, 1966). See also Decision of EEOC 70-552, CCH Empl. Prac. Guide, ¶ 6139 (Feb. 19, 1970).

Congress has now provided that tests or criteria for employment or promotion may not provide equality of opportunity only in the sense of the fabled offer of milk to the stork and the fox. On the contrary, Congress has now required that the posture and condition of the job seeker be taken into account. It has—to resort again to the fable—provided that the vessel in which the milk is proffered be one all seekers can use. The Act proscribes not only overt discrimination but also practices that are fair in form, but discriminatory in operation. The touchstone is business necessity. If an employment practice which operates to exclude Negroes cannot be shown to be related to job performance, the practice is prohibited.

On the record before us, neither the high school completion requirement nor the general intelligence test is shown to bear a demonstrable relationship to successful performance of the jobs for which it was used. Both were adopted, as the Court of Appeals noted, without meaningful study of their relationship to job-performance ability. Rather, a vice president of the Company testified, the requirements were instituted on the Company's judgment that they generally would improve the overall quality of the work force.

The evidence, however, shows that employees who have not completed high school or taken the tests have continued to perform satisfactorily and make progress in departments for which the high school and test criteria are now used.⁷ The promotion record of present employees who would not be able to meet the new criteria thus suggests the possibility that the requirements may not be needed even for the limited purpose of preserving the avowed policy of advancement within the Company. In the context of this case, it is unnecessary to reach the question whether testing requirements that take into account capability for the next succeeding position or related future promotion might be utilized upon a showing that such long range requirements fulfill a genuine business need. In the present case the Company has made no such showing.

The Court of Appeals held that the Company had adopted the diploma and test requirements without any "intention to discriminate against Negro employees." We do not suggest that either the District Court or the Court of Appeals erred in examining the employer's intent; but good intent or absence of discriminatory intent does not redeem employment procedures or testing mechanisms that operate as "built-in headwinds" for minority groups and are unrelated to measuring job capability.

⁷For example, between July 2, 1965, and November 14, 1966, the percentage of white employees who were promoted but who were not high school graduates was nearly identical to the percentage of nongraduates in the entire white work force.

The Company's lack of discriminatory intent is suggested by special efforts to help the undereducated employees through Company financing of two-thirds the cost of tuition for high school training. But Congress directed the thrust of the Act to the consequences of employment practices, not simply the motivation. More than that, Congress has placed on the employer the burden of showing that any given requirement must have a manifest relationship to the employment in question.

The facts of this case demonstrate the inadequacy of broad and general testing devices as well as the infirmity of using diplomas or degrees as fixed measures of capability. History is filled with examples of men and women who rendered highly effective performance without the conventional badges of accomplishment in terms of certificates, diplomas, or degrees. Diplomas and tests are useful servants, but Congress had mandated the common-sense proposition that they are not to become masters of reality.

The Company contends that its general intelligence tests are specifically permitted by § 703 (h) of the Act.⁸ That section authorizes the use of "any professionally developed ability test" that is not "designed, intended, or used to discriminate because of race . . ." (Emphasis added.)

The Equal Employment Opportunity Commission, having enforcement responsibility, has issued guidelines interpreting § 703 (h) to permit only the use of job-related tests.⁹ The administrative interpretation of the Act by the enforcing agency is entitled to great deference. See, e.g., United States v. City of Chicago, — U.S. — (No. 386, O.T. 1970); Udall v. Tallman, 380 U.S. 1 (1965); Power Reactor Co. v. Electricians, 367 U.S. 396 (1961). Since the Act and its legislative history support the Commission's construction, this affords good reason to treat the Guidelines as expressing the will of Congress.

⁸Section 703 (h) applies only to tests. It has no applicability to the high school diploma requirement.

⁹EEOC Guidelines on Employment Testing Procedures, issued August 24, 1966, provide:

"The Commission accordingly interprets 'professionally developed ability test' to mean a test which fairly measures the knowledge or skills required by the particular job or class of jobs which the applicant seeks, or which fairly affords the employer a chance to measure the applicant's ability to perform a particular job or class of jobs. The fact that a test was prepared by an individual or organization claiming expertise in test preparations does not, without more, justify its use within the meaning of Title VII."

The EEOC position has been elaborated in the new Guidelines on Employee Selection Procedures, 35 Fed. Reg. 12333 (August 1, 1970). These Guidelines demand that employers using tests, have available "data demonstrating that the test is predictive of or significantly correlated with important elements of work behavior comprising or relevant to the job or jobs for which Guidelines are being evaluated." Id., at § 1607.4 (e).

Section 703 (h) was not contained in the House version of the Civil Rights Act but was added in the Senate during extended debate. For a period, debate revolved around claims that the bill as proposed would prohibit all testing and force employers to hire unqualified persons simply because they were part of a group formerly subject to job discrimination.¹⁰ Proponents of Title VII sought throughout the debate to assure the critics that the Act would have no effect on job-related tests. Senators Case of New Jersey and Clark of Pennsylvania, comanagers of the bill on the Senate floor, issued a memorandum explaining that the proposed Title VII "expressly protects the employer's right to insist that any prospective applicant, Negro or white, must meet the applicable job qualifications. Indeed, the very purpose of Title VII is to promote hiring on the basis of job qualifications, rather than on the basis of race or color." (Emphasis added.) 110 Cong. Rec. 7247.¹¹ Despite these assurances, Senator Tower of Texas introduced an amendment authorizing "professionally developed ability tests." Proponents of Title VII opposed the amendment because, as written, it would permit an employer to give any test, "whether it was a good test or not, so long as it was professionally designed. Discrimination could actually exist under the guise of compliance with the statute." Remarks of Senator Case, 110 Cong. Rec. 13504.

The amendment was defeated and two days later Senator Tower offered a substitute amendment which was adopted verbatim and is now the testing provision of 703 (h). Speaking for the sup-

¹⁰The congressional discussion was prompted by the decision of a hearing examiner for the Illinois Fair Employment Commission in Myart v. Motorola Co. (The decision is reprinted at 110 Cong. Rec. 5862 (1964).) That case suggested that standardized tests on which whites performed better than Negroes could never be used. The decision was taken to mean that such tests could never be justified even if the needs of the business required them. A number of Senators feared that Title VII might produce a similar result. See remarks of Senators Ervin, 110 Cong. Rec. 5614-5616; Smathers, id., at 5999-6000; Holland, id., at 7012-7013; Hill, id., at S447; Tower, id., at 9024; Talmadge, id., 9025-9026; Fulbright, id., at 9599-9600; and Ellender, ibid.

¹¹The Court of Appeals majority, in finding no requirement in Title VII that employment tests be job-related, relied in part on a quotation from an earlier Clark-Case interpretative memorandum addressed to the question of the constitutionality of Title VII. The Senators said in that memorandum: "There is no requirement in Title VII that employers abandon bona fide qualification tests where, because of differences in background and education, members of some groups are able to perform better on these tests than members of other groups. An employer may set his qualifications as high as he likes, he may test to determine which applicants have these qualifications, and he may hire, assign, and promote on the basis of test performance." 110 Cong. Rec. 7213.

porters of Title VII, Senator Humphrey, who had vigorously opposed the first amendment, endorsed the substitute amendment, stating: "Senators on both sides of the aisle who were deeply interested in Title VII have examined the text of this amendment and have found it to be in accord with the intent and purpose of that title." 110 Cong. Rec. 13724. The amendment was then adopted.¹² From the sum of the legislative history relevant in this case, the conclusion is inescapable that the EEOC's construction of § 703 (h) to require that employment tests be job-related comports with congressional intent.

Nothing in the Act precludes the use of testing or measuring procedures; obviously they are useful. What Congress has forbidden is giving these devices and mechanisms controlling force unless they are demonstrably a reasonable measure of job performance. Congress has not commanded that the less qualified be preferred over the better qualified simply because of minority origins. Far from disparaging job qualifications as such, Congress has made such qualifications the controlling factor, so that race, religion, nationality, and sex become irrelevant. What Congress has commanded is that any tests used must measure the person for the job and not the person in the abstract.

The judgment of the Court of Appeals is, as to that portion of the judgment appealed from, reversed.

MR. JUSTICE BRENNAN took no part in the consideration or decision of this case.

* * * * *

However, nothing there stated conflicts with the later memorandum dealing specifically with the debate over employer testing, 110 Cong. Rec. 7247 (quoted from in the text above), in which Senators Clark and Case explained that tests which measure "applicable job qualifications" are permissible under Title VII. In the earlier memorandum Clark and Case assured the Senate that employers were not to be prohibited from using tests that determine qualifications. Certainly a reasonable interpretation of what the Senators meant, in light of the subsequent memorandum directed specifically at employer testing, was that nothing in the Act prevents employers from requiring that applicants be fit for the job.

¹²Senator Tower's original amendment provided in part that a test would be permissible "if ... in the case of any individual who is an employee of such employer, such test is designed to determine or predict whether such individual is suitable or trainable with respect to his employment in the particular business or enterprise involved ..." 110 Cong. Rec. 13492. This language indicates that Senator Tower's aim was simply to make certain that job-related tests would be permitted. The opposition to the amendment was based on its loose wording which the proponents of Title VII feared would be susceptible to misinterpretation. The final amendment, which was acceptable to all sides, could hardly have required less of a job relation than the first.

Ad Hoc Committee to Explore Ways of Cooperating with ASPA

Bill Owens, as chairman of the Ad Hoc Committee, met with three representatives of the American Society for Personnel Administration (ASPA) Allen B. Cluck, Herbert W. Larrabee, and E. Donald Elliott, Chairman of the Research Committee of ASPA.

Bill Owens submitted the following summary of the minutes of that meeting.

1. It was recommended that the Executive Committees of the two organizations exchange newsletters.
2. It was suggested that parallel committees should exchange minutes. For example, ASPA has Public Relations, Program, and Scientific Affairs Committees, just as Division 14 does.
3. Such mutual enterprises as the following were suggested as possibilities for collaboration.
 - a. We should produce an article on bias and/or EEOC compliance in testing for the ASPA Newsletter.
 - b. We should make a systematic effort to see that abstracts of research likely to be of interest to ASPA members are sent to Mr. Leonard Brice, Executive Vice President of ASPA.
 - c. It was felt that there would be numerous advantages to having each of our Program Committees include a member from the other organization.
 - d. The ASPA members felt that we should encourage members of Division 14 to submit research reports to the ASPA Research Award Contest. A possible limitation here is that only members can make such submissions.
 - e. ASPA may very well be willing to give publicity to the research proposals of Division 14 members whenever such proposals cover topics of mutual interest.
 - f. Some topics of mutual concern were felt to be
 - (1) the role of the older worker in industry;
 - (2) the longitudinal, empirical evaluation of techniques for obtaining group effectiveness;
 - (3) ways of demonstrating the utility and profitability of the personnel function in industry.
 - g. We all finally came to recognize that we have a mutual concern for the effective utilization of human resources. Some investigation of the status of the President's proposal for a cabinet post in the area suggested that it might be appropriate for both of our organizations to express interest and support for the notion through appropriate channels. I have approached the Chairman of the Subcommittee on Executive and Legislative Reorganization, Mr. John A. Blatnik, to find out how we might best conduct ourselves in this context, and I will report what I learn.

* * * *

Ad Hoc Committee on Public Policy and Social Issues

Last June, William A. Owens, Jr., President of the Division appointed William McGehee, Richard P. Shore, Stuart Taylor, S. Rains Wallace, and Lyman W. Porter to an Ad Hoc Committee on Public Policy and Social Issues. Dr. Owens charges to the Committee were:

(1) Decide whether or not a standing committee should be created on "Public Policy and Social Issues".

(2) If the decision is to recommend such a standing committee be created, outline its composition, scope and functions.

The Committee has been quite active and has submitted the following conclusions to the Executive Committee:

The Ad Hoc Committee was unanimous in its agreement on the need for Division 14, as an entity, and its membership to take greater cognizance of the area of public policy and social issues. It was felt that the Division was currently not taking positive enough action to "promote human welfare through the various applications of psychology to all types of organizations" (Article I-2, Bylaws of Division 14).

The major issue in the discussions of the Committee concerned how the Division might best increase its responsiveness to these types of concerns and problems. At one extreme, the Division might amend its Bylaws such that the Division, as an entity, could engage in political activities such as candidate endorsement, lobbying, or campaigning for or against pending legislative items. At the other extreme, the Division -- through its Executive Committee -- might simply encourage its members to take more active individual roles in these types of concerns. The first alternative was rejected because (1) at present, such action would not be consistent with APA's own bylaws, and (2) many Division members -- perhaps a majority -- would feel that this is improper in an organization devoted to the advancement of knowledge and to the improvement of the qualifications, ethical conduct and usefulness to society of its members. (It was realized that some individual members of the Division would take exception to this second reason for rejecting the first alternative). The second alternative was rejected because the Committee members felt this was an insufficient type of response by the Division to the social problems of our time. Committee members believed that at present the Division as a whole, and its members, have not shown sufficient involvement in contributing to the solutions of such problems and that something more than mere lip service endorsement of "ideals" was called for on the part of the Division.

With these considerations in mind, the Committee members were in agreement with the following conclusions:

(1) Division 14's response in this area ought to emphasize

and take advantage of both the technical and scientific competences possessed by the membership and the unique perspectives and concepts that can be provided by professionals in this field.

(2) The Division should take steps to initiate and develop a continuing and systematic "dialog" with various governmental agencies and other public-issue-oriented groups and organizations, so that its members can be kept abreast of current needs and developments and so that the Division can be more directly active in providing professional assistance on social problems.

(3) There exists a need for the Division to help identify researchable problems in the area of social issues such that its members can be stimulated to direct a greater share of their efforts towards solutions of these kinds of problems.

(4) The membership of Division 14 contains a reservoir of talent that is available and eager to contribute efforts to working on social issue problems if there were meaningful channels through which individuals could get involved.

Recommendation of the Committee

That a new standing committee (composed of 5 members and representing a variety of viewpoints and interests in the Division), the Committee on Public Policy and Social Issues, be established with the following charge:

The Committee on Public Policy and Social Issues shall encourage and facilitate the participation of Division members in studies, research and service on problems associated with social welfare:

(a) By identifying and publicizing to Division members social issues which are germane to their interests and skills.

(b) By initiating working relationships with governmental agencies and public-issue-oriented groups and organizations, such that the Division can:

(1) inform these agencies of the resources that can be offered by its members,

(2) respond to legitimate requests for assistance from these agencies for services of its members,

(3) disseminate to these agencies the results of investigations bearing on the advancement of knowledge in the area of social problems.

(c) By promoting research and other activities of members toward the solution of important national social problems.

Lyman W. Porter, Chairman of the Ad Hoc Committee, asks that members write him or any of the members of the Committee of your reaction or suggestions to their report. His address is:

Dr. Lyman W. Porter
University of California -- Irvine
Irvine, California 92650

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EDITOR'S NOTE

Because of the importance to our profession, we have included in this issue the text of the Supreme Court Decision in the Griggs vs. Duke Power Case. Related to this, we are thankful to C. Paul Sparks for sending us R. B. Reichelt's chart this issue's center-fold, summarizing the various Equal Employment Opportunity laws, regulations and guidelines as they pertain to selection. As Paul wrote when he sent this, "many members of Division 14 other than those employed full time in industry or working full time as consultants are truly involved in these matters. As such, it behooves them to be aware of what they are doing when they write articles, give speeches, and answer questions from business and industry."

For those of you who are not members of Division 14, you might be interested in writing the Psychological Corporation, 304 East Forty-Fifth Street, New York, New York 10017 for the memorandum they sent Industrial Psychologists and Personnel Executives concerning the Griggs vs. Duke Power Decision.

Also, Floyd L. Ruch has sent Division 14 members copies of his recent talk "What Impact Did the Supreme Court Decision in the Duke Power Case Have on Employment Procedures." Non-members might write him for a copy. His address is:

Dr. Floyd L. Ruch, President
Psychological Services, Inc.
4311 Wilshire Blvd., Suite 600
Los Angeles, California 90005

Phil Krawiec, former editor of another division newsletter, wrote to say that he would be interested in knowing what was the significant event in your life which made you decide to become a psychologist. I would be interested in learning of this, and also why you became an industrial and organizational psychologist. I would appreciate it if you would drop Phil a note, with a copy to me. His address is:

Dr. Theophile S. Krawiec, Chairman
Department of Psychology
Skidmore College
Saratoga Springs, New York 12866

And so with this note, I leave Colorado to be serviced by the Duke Power Company and a Southern Bell. I know I'll miss Denver Post headlines such as "Love Consultant Tenders Resignation."

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